DOCUMENT RESUME

ED 048 008 SE 010 969

TITLE	Guide for Health and Safety in the Middle School, 6,7,8.
INSTITUTION	Kokomo Consolidated School Corp., Ind.
PUB DATE	70
NOTE	157p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Curriculum Development, *Health Education, Instruction, *Intermediate Grades, Program Development, Resource Materials, Safety Education, *Teaching Guides

ABSTRACT

This guide is designed to assist the health educator in providing meaningful instruction in the area of health education. Developed by the Kokomo-Center Township Consolidated School Corporation for the purpose of uniform instruction in each class, as well as each school, it presents units of instruction in personal, physical, community, and social health for each grade level--six, seven, and eight. Individual units outline the goals to be achieved, subject matter, learning experiences, resource material, and length of time to complete the unit. Grade Six contains 13 units, Grade Seven has 16 units, and Grade Eight includes 14 units. (BL)

ED048008

GUIDE FOR

HEALTH and SAFETY

IN THE MIDDLE SCHOOL 6·7·8

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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SE 010 969

Tentative Guide
for
Health Education 6-7-8
in the
Middle School

* * *

Produced by Committees of Middle School
Health Educators - 1969 - 1970

* * *

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Charles J. Baer, Director of Health
Education and Services

* * *

Kokomo-Center Township
Consolidated School Corporation

1970

FOREWORD

The staff members of the Kokomo-Center Township Consolidated School Corporation operate under a basic premise that curriculum development is an evolutionary process. Any staff that accepts this underlying assumption must continuously review the curriculum it seeks to implement and make those changes that will ultimately provide an improved instructional program.

Members of our Health and Physical Education Department diligently reviewed several areas of our curricular program during the 1968-69 school year. This effort was undertaken through several meetings, individual study, and a consideration of current trends in the fields studied by the participants. The end result of this study has been the development of the following curriculum guides:

Health Education, Grades 6-8
Health Education, Grades 9-10
Human Physiology, Grades 11-12
Driver Education and Safety, Grades 9-10

These guides provide for members of our staff a general framework within which an effective program can be developed. The ideas presented in these materials will be subject to continuous study and review as we seek to provide for Kokomo-Center students a program of studies that is related to their immediate and long-range needs.

The key to a sound curriculum is the teacher! Our teaching staff members and Mr. Charles J. Baer, Director, Health Education and Services, are to be commended on their continued efforts to improve curriculum.

Robert Dalton

Superintendent

PREFACE

Health Education should seek to provide and utilize all possible learning experiences contributory to the development of desirable health habits, attitudes and knowledge.

Schools should attempt to help children to achieve and maintain a quality of mental and physical health which will add vitality to life and help to produce vigorous, self-reliant, courageous, and public-spirited individuals.

Health is generally recognized as a major objective of education. The following general objectives of Health Education coincide with those of general education.

General Objectives:

1. Self-relization
2. Human relationships
3. Economic Efficiency
4. Civic Responsibility

Specific Objectives:

1. To help children learn to live healthfully in a healthful community.
2. To become aware of health needs in the community.
3. To provide opportunity for the development of healthful habits, healthful attitudes, and the knowledge essential to healthful living in the particular environment.
4. To provide learning experience which will meet the needs of the total personality of the child in family school and community relationships.
5. To make students aware of problems (in) drug abuse, alcoholism and tobacco.
6. To help the child learn to become self-directive in the recognition and solution of his own health problems.

Dean Thompson
Administrative Assistant
Elementary and Middle School Education

ACKNOWLEDGEMENTS

With sincere appreciation we acknowledge the collective efforts of all personnel of the Kokomo-Center Township Consolidated School Corporation who shared in the research, preparation, and completion of this guide.

6th Grade

Mr. Ronald Schafer ..... Health-Science-Educator
Bon Air School
Mr. Rex Friedline ..... Health-Science-Educator
Sycamore School
Mr. Ralph Rich ..... Health Educator
Pettit Park School
Mr. Ronald Smith ..... Health-Science-Educator
Lafayette Park School
Miss Carol Blount ..... Health Educator
Lafayette Park School
Mrs. Barbara Smith ..... Health Educator
Pettit Park School

7th Grade

Miss Constance Grider ..... Health Educator
Bon Air School
Mr. John Papacek ..... Health Educator
Washington School
Mrs. Joyce Butler ..... Health Educator
Bon Air School
Mrs. Barbara Emenhiser ..... Health Educator
Sycamore School
Mr. Wendell Maupin ..... Health Educator
Lafayette Park School
Miss Patricia Thomas..... Health Educator
Washington School

8th Grade

Miss Mary J. Wickham..... Health Educator
Elwood Haynes School
Miss Carol Blount ..... Health Educator
Lafayette Park School
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INTRODUCTION

The Guide for Health Education is designed to assist the health educators in providing meaningful instruction in this area. Careful consideration has been given to the selection of content. However, the teacher may need to expand, delete, or modify certain units to meet the needs of a particular class. Although additional reference material is listed, the 6th grade Health Education course has Health For All, book six, a curriculum foundation series as the adopted textbook, 7th and 8th grades utilize Health For Life, by Gallagher, Goldberger, and Hallock as the adopted textbook, and both texts have been followed to some degree in developing specific areas of material, and should be used as a general resource for all units of instruction. The teacher should use his own judgement and integrate other materials best suited to the needs of the class.

This guide will provide a means of keeping the Health Education instruction uniform in each class, as well as each school. This will allow a closer coordination of instruction material when a student must transfer from one school to another.

KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION

Department of Health-Education & Services

Index and Unit Time Schedule
(Approximate Time Table)

6th Grade

I. Personal Health - Health Practices
5 days

II. Community Health - Communicable Disease
6 days

III. Community Health - Health and Safety
5 days

IV. Personal Health - School Health
3 days

V. Personal Health - School Health Check
8 days

VI. Personal Health - Physical - Mental
6 days

VII. Family Life Education - Family Relationships
5 days

VIII. Family Life Education - Nutrition
5 days

IX. Family Life Education - Healthful Environment
5 days

X. Personal Health - Alcohol - Drugs - Tobacco
15 days

XI. Community Health - Safety
10 days

XII. Personal Health - Anatomy and Physiology
12 days

XIII. Personal Health - Health Check-Ups
3 days

Unit I

8

Personal Health - Health Practices

NAME OF UNIT: Personal Health - Health Practices

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To understand the progress of health through the ages.	A. Health standards. 1. Past. 2. Present. 3. Future.	Discussion of text. View & discuss filmstrips.	Text - Health for All Bk 6 Filmstrip - Pasteur Curie Reed Nightengale
II. Become aware of the possible problem of working with older people.	A. Life expectancy 1. Past, present, future. 2. Men vs. women.	Have class note examples of problems of older people.	Pamphlets - Curie, Reed
III. Learn of the changes occurring in the field of surgery and general medicine.	A. Health team work. 1. Doctors, nurses. 2. Research. B. Health heroes & heroines.	Discuss some of the obvious reasons why our health is improving. Have students list some of the discoveries of the famous men on pg. 16, 17.	Film - Journey in Health (Adm.) A. V. Dept.
IV. Awareness of agencies in the community that contribute to a healthy community.	A. Health information. 1. School 2. T.V. 3. Posters. 4. Clinic.	Discuss: Problems of limited resources, inadequate food, poor sanitary conditions and lack of education. Note voluntary agencies that assist in improving community health Ex. Cancer Society.	

NAME OF UNIT: Personal Health - Health Practices

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. (continued)	B. Voluntary agencies. 1. Heart Association. 2. Cancer. C. Health Inspection. 1. Federal. 2. State. 3. Local.		

Unit II

Community Health - Communicable Disease

NAME OF UNIT: Community Health - Communicable Disease

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows the importance about the transmission and prevention of communicable diseases.	A. Our modern community. 1. Local. 2. State. 3. Federal. B. Health problems of past. 1. Plague. 2. Sanitary conditions. a. garbage. b. sewage. c. water supply. 3. Communicable diseases.	Show and discuss film, "How Disease Travels". Assign reports on conquest of disease. (Study of microbes). Use micro slides to witness microbe action.	Film - "Health Heroes: The Battle Against Disease" "Community Health and You" "How Disease Travels" State Board of Health Pamphlets - Health Heroes (Reed, Pasteur and Nightengale) Conrol of Bedbugs Control of Mosquitoes Control of cockroaches Filmstrips - Health Heroes Equipment - Micro Slides
II. Learns the contributions to our present day knowledge of the role of microbes in connection with diseases. (The improved ways of medical researches and apparatus used within).	A. Solving the mystery of communicable diseases. 1. Microbes. a. bacteria. b. fungi. c. viruses. d. protozoa.	Discuss community efforts in prevention of disease by proper sanitation.	

NAME OF UNIT: Community Health - Communicable Disease

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. Learns and interprets experiments on microbes.	A. Scientists in the field of communicable disease. 1. Leeuenhoek. a. microbes. b. tiny animals. 2. Spallanzani. a. experiments in cultures. b. microbe reproduction (simple fission) 3. Louis Pasteur. a. relationship of microbe to disease. b. pasteurization. 4. Lister. a. antiseptic. 5. Jenner. a. vaccines.		

NAME OF UNIT: Community Health - Communicable Disease GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	6. Koch. a. classification of bacteria. b. specific cause for T.B.		
IV. Knows the relationships between sanitation and prevention of disease.	A. Modern sanitation. 1. Water purification. 2. Sewage treatment. 3. Food and milk inspection. 4. Controlling insects and animals. 5. Air pollution.		

Unit III

Community Health - Health and Safety

Community Health - Health and Safety

NAME OF UNIT: Community Health - Health & Safety

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows that various health services are active in the support of community health and safety.	A. Community health education. 1. Physical health. B. Community health department. 1. Keeps records. 2. Controls communicable diseases. 3. Provides nursing service. 4. Maintains clinics & provides medical services. 5. Improves sanitary conditions. 6. Provides laboratory services. 7. Provides up-to-date information.	Discuss sources of health education. List some of the services provided by the health department. Have students report on health careers.	Filmstrip - Tommy and his Health Department (Adm. Bldg.) Film - Anyone At All State Board of Health
II. Develops an attitude to attain personal and community mental health.	A. Know the services that help promote mental health.	Discuss questions on page 96.	

NAME OF UNIT: Community Health - Health & Safety GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	B. Mental health can be attained by communities as well as individuals.	Panel discussion on responsibilities that individuals have in maintaining a safe community.	Pamphlet - Teacher-Student Accident Prevention Can Be Learned Prevent Accidents in Your Home
III. Understand values of safety in connection with health.	A. Planning for community safety. 1. Police, fire and health protection.		

Unit IV

Personal Health - School Health

NAME OF UNIT: Personal Health - School Health

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows and appreciates the values of school.	A. Personal health - school health. 1. Purpose of school. a. mental development. b. understanding of oneself. c. added interest in world.	Have students write a paragraph on "Why We Have Schools". Discuss pages 105-111. Review some of the ways pupils have mentioned in which school is helping them make the most of themselves.	Film - You and Your Helpers State Board of Health
II. Learn how schools help maintain good physical health.	A. Health provisions in school. 1. Lunch program. 2. Cleanliness. 3. Classroom furniture. 4. Lighting. 5. Health facilities. 6. Classroom temperature.	Have each pupil prepare a report on how his school promotes physical health.	

Unit V

Personal Health - School Health Check

NAME OF UNIT: Personal Health - School Health Check-ups

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Understand the purposes of vision and hearing tests. II. To know the functions and parts of the ear, and eye.	A. Hearing loss. B. Vision difficulties. A. The Ear. 1. Outer ear. 2. Middle ear. 3. Inner ear. 4. Sound. a. vibration. b. pitch. c. decibel. 5. Audiometer. B. Eye. 1. Cornea. 2. Lens. 3. Iris. 4. Optic nerve. 5. Retina.	Discuss why do schools arrange for vision and hearing test? Study words in glossary. Discuss how parts of ear aid in learning. Discuss how parts of the eye aid in vision.	<u>Filmstrips</u> - "This is You - Your Senses" (Adm.) "Why We See Like Human Beings" (Adm.) <u>Films</u> - "Eyes, Their Structure and Care" (Adm.) <u>Models</u> - The Seeing Eye The Listening Ear Teeth & Brush The Mighty Molar (Adm.)

NAME OF UNIT: Personal Health - School Health Check-ups

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	6. Eye defects. a. far-sightness. b. near-sightness. c. astigmatism. d. cross-eyed. e. wall-eyed. f. color blind. g. degree of blindness. 7. Eye test. 8. Eye specialists.	Have panel discussion on eye defects. Some students might write report on the history of glasses or on hazards affecting eye-sight.	
III. To understand the functions and parts of the teeth.	A. Teeth (parts). 1. Crown. 2. Neck. 3. Root. 4. Enamel. 5. Dentin. 6. Pulp. 7. Cementum.	Discuss structure and care of teeth.	<u>Filmstrips</u> - "Let's Talk About Your Teeth" (Adm.)
	B. Dental Caries. 1. Define. 2. Cause.	Discuss questions on page 118 of text. Quiz.	<u>Film</u> - "Teeth are For Life" (Adm.)

NAME OF UNIT: Personal Health - School Health Check-ups

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	C. Healthy teeth. 1. Diet. 2. Brushing. 3. Fluorides. 4. Cleaning. D. Growth. E. Gum problems.		Pamphlets -(Student) Toothbrushing Teens and the Teeth (Adm.)

Unit VI

Personal Health - Physical - Mental

NAME OF UNIT: Personal Health - Physical - Mental

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Develop an awareness that keeping oneself physically fit is essential tfor a sound body.	A. Physical fitness. 1. Exercise. 2. Athletic events. 3. Recreation.	Define physical fitness. Discuss need for habits that promote a physically fit body. Permit students to demonstrate "Stunts and Exercises Already Learned".	Films - "Mental Health" "Exercise and Health" "You and Your Friends" (State Board of Health" Filmstrips - "What Makes a Winning Athlete?"
II. Understands the need for good mental and social attitudes.	A. Mental growth. 1. Attitudes. 2. Self-interest. 3. Universal interest.	Have students write report on how school, home or communicty contributes to mental growth. Discuss hobbies and have student: exhibit. Have panel relate to self-interest and universal interest. Invite mental health worker to speak to class.	
III. Understands the need to face success on failure realistically.	A. Inventory of personalities. 1. Success vs. failure. 2. Developing sensitivity.	Discuss what does understanding yourself mean? Discuss p. 128-129. Have students either orally or written finish story on page 129.	

NAME OF UNIT: Personal Health - Physical - Mental

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)		Discuss tests and how they help. Discuss what Ben might do about his failure on test. Write out answers to "What Do You Think" Quiz.	Text - Health for All Book 6

Unit VII

NAME OF UNIT: Family Life Education - Family Relationships GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
I. Appreciates the importance of family in our society.	A. Sharing resources within the family. 1. Children treated alike? 2. Getting along with adults. 3. Getting along with brothers and sisters.	Discuss why you think brothers and sisters quarrel. 1. Can some quarrels solve problems? 2. How do quarrels get started? 3. How can quarrels be stopped? Discuss what is your answer p. 155 (text).	Filmstrips - Living With Your Family (Adm.) Film - "The Family" State Board of Health
II. Knows and accepts role in family.	A. Individuals role and responsibility in family. 1. Home. 2. School. 3. Community.	Dramatize aspects of discussion.	

Unit VIII

Family Life Education - Nutrition

NAME OF UNIT: Family Life Education - Nutrition GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
I. Knows that different foods are needed for the growth and maintenance of good health. II. Chooses and eats a variety of foods.	A. Balanced diet. 1. Preparation. 2. Selection. a. cost. b. quality. A. Appetizing menus. B. Eating habits. C. Profits of good nutrition. D. Malnutrition. E. Nutrients.	Define nutrition. Discuss: 1. Good shopper. 2. Cooking and nutrition. 3. Menu planning. Have students report on their own cooking experience. Study health words. Have students keep food record for several days. (Evaluate)	<u>Films</u> - "Food that Builds Good Health" (Adm.) "It's All in Knowing How" (Adm.) "Menu Planning" (Adm.) <u>Pamphlets</u> - Better Food-Better Children (Adm.) Eat a Good Breakfast (Adm.) <u>Filmstrip</u> - Food for Health (Adm.)

Unit IX

NAME OF UNIT: Family Life Education - Healthful Environment

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
I. Knows his responsibility in the care of the sick at home.	A. Home nursing. 1. Be helpful and courteous. 2. Taking temperature. a. know how to read. b. know how to use. B. Nutritional guidance. 1. Diet. (appropriate to illness) 2. Attractive meals. 3. Handle utensils of the ill with care.	Students might dramatize correct ways of caring for the sick. Use clinical thermometer to demonstrate use and care. (School nurse might assist) Discuss how to be a good home nurse. Discuss patient nutrition.	Pamphlet - (teacher) Florence Nightingale Accident Prevention Can Be Learned. Pamphlet - (student) Prevent Accidents in Your Home Film - "Make Your Home Safe" (State Board of Health)
II. Practices safety at home all the time.	A. Safety at home. 1. Why safety is important. 2. Potentially dangerous places. 3. Statistics. 4. Precautions. 5. Rules to remember.	Discuss safety in all areas of the house (bathroom, kitchen, etc.) List hazards found in home. Have students list precautions to take at home.	

Unit X

Personal Health - Alcohol - Drugs - Tobacco

NAME OF UNIT: Personal Health - Alcohol- Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
I. To realize that behavior patterns influence present and future health.	A. More freedom and self-direction come with maturity. 1. The importance of changing roles that come with growing up. 2. Increasingly responsible for behavior. 3. Ability to make wise decisions.	Identify the necessity of assuming responsibility for personal behavior.	Pamphlet - Eat a Good Breakfast (Adm.)
	B. The effect of behavior patterns on total health. 1. Good nutrition, adequate sleep, rest, exercise are basic to health.	Request students to write a paper on how a good breakfast sets the stage for a good day.	
	2. Regular medication for the normally healthy usually is unnecessary, e.g., overuse of vitamins and aspirin.	Discuss how to cope with minor aches and pains.	
	3. Early established habits of courtesy contribute to social acceptance.	Analyze why students like their best friends.	

NAME OF UNIT: Personal Health - Alcohol- Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
I. (continued)	4. Ability to accept and adjust to reality contributes to personal happiness and stability.		
	5. Early formed behavior patterns may be long lasting, even lifelong.	Have students discuss early formed habits that often become lifelong. Which are desirable? Identify personal habits student would like to change.	
	6. Easily formed practices may be difficult or impossible to change.	Ask students to discuss habits they have tried to break; the success they had. Try to explain.	<u>Pamphlet</u> - (student) Glue Sniffing: Big Trouble In a Tube. (Adm.)
	C. Effect of attitude upon behavior. 1. Individual. a. self-respect. b. respect and concern for others. c. health practices.	Discuss with students the meaning of attitude and how it can change behavior; influence health.	<u>Filmstrip</u> - "Family Problems of Young Teens" (Adm.)
	2. Social. a. relationships at home. b. relationships outside the home: in school, work and leisure activities.	Organize student groups to discuss how to cope with feelings of loneliness, isolation, worthlessness, anger and the need to escape.	

NAME OF UNIT: Personal Health - Alcohol- Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
I. (continued)	3. Vocational. a. enthusiasm for work, play and/ or study. b. ability to weather adversity in tasks. D. Impact of current behavior patterns. 1. Profound influence on daily activities. 2. Indication of future behavior patterns. 3. Influence on future behavior. a. present misuse or abuse of substances that may be harmful may have serious health consequences, e.g., long-term overuse or abuse of alcohol, other drugs, or other substances that may be dangerous.	Ask students to evaluate personal behavior patterns as they relate to future ambitions. Have students write a paper on the relation of current behavior and future ambition entitled: "As The Twig Is Bent, the Tree Inclines."	
II. To know and appreciate that drugs, properly used, have many benefits.	A. Progress in treatment and prevention of disease and in the maintenance of health.	Prepare and administer a pretest to determine the knowledge of students about drugs.	Filmstrip - "Drugs Helpful and Harmful" (Adm.) Kit

NAME OF UNIT: Personal Health - Alcohol - Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	1. The scourge of disease from ancient civilization to the present. In some parts of the world, there are still areas of endemic. 2. The constant struggle to conquer disease and improve life. B. Effects of drugs on life and health. 1. Prevention of disease through vaccination and immunization. a. smallpox (last recorded case in USA in 1949). b. diphtheria. c. polio. d. measles. e. cholera. f. pertussis. g. tetanus. h. influenza (some types) i. mumps. j. plague. k. rabies. l. typhoid. m. typhus. n. rubella. o. yellow fever.	Compare treatment of disease in the Middle Ages with modern treatment. Show filmstrip on Drugs. Ask students to use a dictionary to differentiate between vaccination and immunication. Review the story of Jenner's discovery of smallpox vaccine. Compare frequency of past polio cases prior and following the discovery of polio vaccine--story of Jonas Salk. Study and report how drugs affect the various systems of the boyd, e.g. skeletal, endocrine, nervous, etc.	

NAME OF UNIT: Personal Health - Alcohol - Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
III. Knows general effect of cigarette smoking on body.	A. Physiology and anatomy of cells important to growth of body abnormal cell growth. B. Cilla. 1. What they do for us. C. Upper respiratory system and breathing process. 1. Need for oxygen in body to carry on "combustion" to give energy to body.	Try to discover when the habit was established, etc. Then try to break it. Discuss feeding of own dogs, cats, etc. Do they expect food at a certain time, etc. Students can collect water from ponds, lakes, rivers, aquariums, etc., and examine for contents. Show film, "From One Cell." Induce abnormal cell growth on tomato plants. Walk around area searching for abnormal plant growths, then consult references to learn more about them. Use charts of upper respiratory system. Experiment with plants to show effects of air, polluted air and lack of air. Experiment with actual combustion to show effects of varying amounts of air.	Booklets - (Teacher references) Cigarettes & Health Cancer Facts & Figures Smoking & Lung Cancer Tobacco and Health (Adm.) Pamphlets - Cigarette Smoking & Lung Cancer AAHPER Leadership Development. Cigarettes and Health What's New on Smoking in Films Children and Smoking Cigarette Smoking the Facts Shall I Smoke? The Facts About Smoking and Health (Adm. Building) Manikin - "Modern Millie" (Adm.)

NAME OF UNIT: Personal Health - Alcohol - Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
III. (continued)	D. Results and effects of - 1. Impairment to function of upper respiratory system. 2. Body not supplied with oxygen. E. Composition of cigarettes. 1. Tobacco filter and paper. Plant grown in ground, then cured. 2. Chemicals used while growing and curing. F. Composition of tobacco smoke. Burning results in flame and smoke, (unburned or partially burned solids and gases.) 1. Mixture of compounds some of which are nicotine, carbon dioxide and carbon monoxide, ammonia, arsenic, etc. G. Effects of inhalation of smoke on upper respiratory system. 1. Paralysis of cilla.	Demonstrate lung activity with balloon in jar demonstrator. Experiment with growing and curing any plant with broad leaves. Use solution made by soaking tobacco in water, to spray plants and/or insects. Note effects. Discuss results, relate them to body. Collect smoke with a smoking machine (student can design one) and test for various gases. Ask a chemist, or chemistry teacher how one would conduct such an experiment. (Modern Millie) Microscopic examination of cilla under effects of cigarette smoke can be observed.	Film - "From One Cell" (Adm. Audio/Visual)

NAME OF UNIT: Personal Health - Alcohol - Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
III. (continued)	2. Shortening of cilla length which causes Increase in mucus production. Increase in size of mucus glands.		Teacher Resource Handouts - Shall I Smoke Best Tip Yet I'll Choose the High Road Where There's Smoke (Adm.)
	H. Physiological changes in heart and circulatory system. 1. Effects of nicotine on circulatory system.	Review circulatory system and its functions. (arteries, veins and capillaries)	
	2. Heart beat of smoker during smoking averages 10 beats more per minute. 3. One cigarette can speed up the heart beat from 20-50 extra beats per minute. 4. Effects of one cigarette on heart beat lasts an average of 10-30 minutes. 5. Blood pressure rises due to smoke inhalation.	Obtain an adult volunteer to have heart beat taken, before, during and after smoking. Also can be heard through stethoscope.	

NAME OF UNIT: Personal Health - Alcohol - Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continuted)	6. Nicotine decreases blood flow to the skin, therefore, skin temperature decreases 4°F or more. Lasts from 30-45 minutes after one cigarette. 7. Contraction of smaller blood vessels therefore, heart works harder to supply necessary blood. I. Nicotine also effects kidneys. 1. Decreases formation of urine by stimulating posterior portion of the pituitary gland at the base of the brain to secrete antidiuretic (anti-urine flow) hormone. J. Physical complaints of cigarette smokers: K. People who smoke have more complaints of the following: cough, loss of appetite, shortness of breath, chest pain, stomach pains, easy fatigue,	Invite coaches, athletes, doctors, members of national health organizations to talk with students. Students can also investigate and report on these facts.	<u>Posters</u> - No Smoking Pat Boone Bill Russell Bob Mathias Cigarettes Can Kill You Bart Starr Murray Rose Bobby Richardson Respiratory System Congress Has Acted (Adm.)

NAME OF UNIT: Personal Health - Alcohol - Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	abdominal pain, hoarseness, loss of weight, insomnia, difficulty in swallowing. L. Diseases connected with cigarette smoking. 1. Cancer (lung, bladder, intestinal, etc.) 2. Bronchitis and emphysema. 3. Heart and circulatory ulcers, etc., (effect on) 4. Risks are greater with amount of cigarettes smoked.	Students should write, or call upon the health agencies to obtain the literature relative to these statistics and make reports, notebooks, displays, posters, showing their information.	Filmstrips - I'll Take the High Road (American Cancer Society) (Adm.) Kit Film - Huffless Puffless Dragon (American Cancer Society) (Adm.) List of Kokomo Public Library Films List of School Owned Health Films
IV. Knows that cigarette smoking is a habit, self-induced but not always self-controlled.	A. Knows meaning of habit and addiction, and acquisition of each. 1. Decide wheather habit is a desirable one to acquire: Consider the good and bad, and its contributions to body health, physical fitness, appearance, ability, etc.	Student debates, round table discussion or group reports on both sides.	

NAME OF UNIT: Personal Health - Alcohol - Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. (continued)	2. Breaking a habit: Method. Difficulty. Choice of one's habits important.		Teacher Resource Material - Cigarette & Health Packet Resource Kit on Smoking and Health (Adm.)
V. Knows that one has a responsibility to self and society for keeping body in good health.	A. Need for maturation into a healthy adult so that he may take his place in society by: contributing reproducing growth of state, etc.		
	B. Cost of smoking: 1. Compare actual cost of cigarettes to other things. 2. Check into remote costs, forest fires, accidents, damage to clothes, furniture, cars, diseases and deaths. 3. Air-pollution.	Displays, reports, posters, compose problems, etc.	Filmstrip - "Alcohol - Fact or Fancy" (Adm.) Kit
VI. Knows what alcoholic beverages are.	A. Types of alcoholic beverages.	Discuss types of alcoholic.	
	B. Classification of drinkers. 1. Moderate	Have students present pros and cons of drinking.	

NAME OF UNIT: Personal Health - Alcohol - Drugs - Tobacco GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
VI. (continued)	2. Social 3. Alcoholic		
VII. Knows the problems created by the use of alcoholic beverages.	A. Effects on body. 1. Central nervous system. 2. Coordination. 3. Appetite. 4. Illness.	Show filmstrip "Fact or Fancy" and discuss.	Booklet - (Teacher) The Problem - Alcohol-Narcotics
VIII. To understand the reasons why people drink and the consequences.	A. Escape problems. 1. Social pressure. 2. Prestige. 3. Medicinal. B. Outcomes of drinking. 1. Health problems. 2. Loss of income. 3. Occupational insecurity. 4. Family instability. 5. Lack of self respect.	Have panel discuss reasons for consumption of alcoholic beverages. What other reasons for not drinking?	Film - "Alcohol in the Human Body" (State Board of Health)

Unit XI

Community Health - Safety

NAME OF UNIT: Community Health - Safety GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows who the individuals are that are responsible for community safety.	A. People responsible for safety programs. 1. Police. 2. Schools. 3. Fire departments. 4. General public. 5. Service groups. 6. City officials.	List community safety officials.	Booklet: Teacher Accident Prevention Can Be Learned.
II. Understands reasons for observing proper conduct in vehicles, while walking, bicycling, boating, and other activities.	A. Statistics concerning safety. 1. Car accidents. 2. Home accidents. 3. Fires -(Burns & homes). 4. School accidents. 5. Bicycle accidents. B. Rules to remember for special occasions. 1. Christmas. 2. Vacations. 3. 4th of July.	Individually list safety rules for all situations - compare lists. Quiz - Bicycle Safety.	Film: "School Bus Safety With Strings Attached" (Ind. State Board of Health) Filmstrip - "How to Ride Your Bicycle Safely" (Adm. Building)
III. Applies safety behavior at home and school.	A. Rules of safety for home and schools. 1. Bicycling. 2. Walking. 3. Driving. 4. Fires. 5. Boating. 6. Playing games. 7. Sharp objects. 8. Ladders. 9. Medicines. 10. Stairways. 11. Fire drills a. schools. b. homes	Develop class scrap book of home hazards - school hazards (or bulletin board). Inspect home for fire and safety hazards. Discuss supplementary booklet "Prevent Accidents in Your Home". Have students compose safety slogans.	Film: "Primary Safety in the School Building" (Ind. State Board of Health) Booklet: Prevent Accidents in Your Home. (Adm. Building)

NAME OF UNIT: Community Health - Safety

GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Understands elementary first aid procedures.	A. First-aid. 1. Purpose of first-aid. 2. Advantages for knowing first-aid. 3. Procedure before treatment . 4. Treatments. a. severe bleeding. 1. artery. 2. vein. b. shock. c. bites. 1. insect. 2. animal. d. nose-bleed. e. sever stomach-ache. f. fainting. g. cuts & wounds. h. broken bones. 5. Bandages. a. compress. b. band-aid. c. sling. d. triangular. e. square knot.	Demonstrate and have students practice first-aid procedures. Have students relate what they have learned about first-aid as members of Boy Scouts, Four-H Clubs, etc.	Booklet: Teacher Red Cross First Aid (Adm.) Equipment. (Triangular bandages) (Basswood Splints) (Bandages) (Gauze) (Adm. Building)
V. Know precautions to take in order to avoid accidents, and what to do in an emergency.	A. Precautions for young children. 1. Toys. 2. Sharp instruments. 3. Medicines. 4. Hot items. 5. Cleaning materials. 6. Never leave alone. B. Babysitting Rules 1. Before parents leave. 2. Emergencies. 3. Daytime sitting. 4. Evening sitting.	Discuss emergency procedures. Review student accident report form. Review all safety procedures and test.	Forms: Accident report form. (Adm.)

Unit XII

Personal Health - Anatomy and Physiology

NAME OF UNIT: Personal Health - Anatomy-Physiology GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows the names and functions of the major organs of the body.	A. Anatomy and physiology. 1. The transparent woman. a. Valeda and her anatomy. b. purpose of plastic models. B. Important organs. 1. Brain. 2. Endocrine. a. pituitary. b. thyroid. c. adrenals. d. pancreas. 3. Windpipe and larynx. 4. Lungs. 5. Heart. 6. Liver and gall bladder. 7. Spleen. 8. Digestive organs. a. stomach. b. small intestines. c. large intestines. 1. asending colon. 2. desending colon. 9. Kidneys. a. bladder. b. urethra. 10. Circulatory system. a. arteries. b. veins. c. capillaries. 11. Nervous system. a. sensory nerves.	Discuss valeda, the transparent woman- pointing out the major organs. Have students draw, name, and color parts of the brain. Assign students to report written or oral on various parts of the body and their functions. Ask for volunteers to develop exhibit of body parts and functions. Quiz - Names and functions.	Models: Invisible Man or Woman (Adm.) (Refer to special listing of models available from Health Education Office)(Adm.) Pamphlet: Know Your Heart (Adm.) Filmstrips: "Systems of the Human Body" (Adm.) Films: "Digestion of Foods" "Human Body:Circulatory System" "Nervous System in Man" (A/V Dept. Adm.)

NAME OF UNIT: Personal Health - Anatomy-Physiology GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued) II. Understand how emotions effect the way the body works.	b. motor nerves. 12. Skin. 13. Lymphic system. 14. Skeletal system. A. Emotions and body functions. 1. Fear. 2. Worry. 3. Anger. a. stomach. b. nervous system. c. endocrine system. d. other systems.	Have students dramatize emotional effects on body. (Example - worry about poor test grade)	Pamphlets: Fear Jealousy Temper Building Self Confidence (Adm.)

Unit XIII

Personal Health - Health Check-Ups

NAME OF UNIT. Personal Health - Health Check-Ups GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To know the purpose of health examinations and value of different tests	A. Physical examinations. 1. Weight and height. 2. Temperature. 3. Blood analysis. 4. Skin and posture. 5. Urine. 6. Heart and lungs. 7. Vaccination and immunization record. 8. Growth chart. 9. Blood pressure.	Encourage students to discuss their experiences with health exams. (Ask why?) Discuss quiz questions. Discuss keeping immunizations up to date (record keeping). Ask why? Height and weight check.	Filmstrips - "Tommy and Health Dept." (Adm.) "Keeping Well" (Adm.) Film - "Journey in Health" (Adm.)
	B. Values of a periodic check-up. 1. Preventing minor illnesses from becoming serious. 2. Possibility of better treatment for later illnesses.	Discuss reasons for periodic check-up. Invite nurse or doctor to present lecture on preventing illness.	
II. To understand the need and use of health examination tools.	A. Health examination tools. 1. X-ray and fluoroscope.	Visit hospital or doctor's office to visualize instruments used in health exam.	

NAME OF UNIT: Personal Health - Health Check-Ups GRADE LEVEL: 6

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	2. Stethoscope. 3. Growth and weight charts. 4. Sphygmomanometer. 5. Ophthalmoscope. 6. Rhinoscope. 7. Speculum. 8. Otoscope. 9. Lab tests. a. urine. b. culture. B. Preventive medicine. 1. Immunizations.	Discuss reasons for use of exam instruments. Study health words in Glossary. Have students report on how shots immunize the body against disease germs.	Pamphlet - Protect Yourself and Others (Adm.)

KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION

Department of Health-Education & Services

Index and Unit Time Schedule
(Approximate Time Table)

7th Grade

I. Physical Health - Understanding Yourself
5 days
II. Physical Health - Physical Maturity
3 days
III. Physical Health - Explaining Behavior
5 days
IV. Physical Health - Emotional Fitness
3 days
V. Physical Health - Physical Fitness
2 days
VI. Physical Health - Medical Awareness
3 days
VII. Community Health - Disease
5 days
VIII. Community Health - Fight Against Infection
5 days
IX. Community Health - Lines of Defense Against Infectious Organisms
5 days
X. Community Health - Problems of Disease
5 days
XI. Community Health - Mental Illness
5 days
XII. Social Health - Alcohol, Narcotics and Tobacco
10 days
XIII. Community Health - Safety
8 days
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7 days
XV. Community Health - Public Health
5 days
XVI. Community Health - Family Health
5 days

Unit I

Physical Health - Understanding Yourself

NAME OF UNIT: Physical Health - Understanding Yourself GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To realize the importance of understanding yourself.	A. Choose a career intelligently. B. Happier member of society.	List career possibilities--Invite Counselor to answer student questions.	Resource Speaker - Indiana Health Careers
II. To develop an understanding of yourself.	A. What makes you "You". 1. Personality. 2. How you are like everyone else. 3. How you are different from everyone else. a. heredity. b. environment. 4. Characteristics of stages of growth.	List strengths in your personality and traits that you wish to improve.	Films - "Journey in Health" (Adm.) Pamphlets - (Student) Boy and His Physique (Adm.) Girl and Her Figure (Adm.) Keeping Up With Teenagers (Adm.)
III. To develop an understanding of the problems that adolescence face.	A. Problems are similar for all adolescence. 1. Concern about your body. 2. Desire for recognition. 3. Desire for independence.		Pamphlets - (Teacher) Adolescent in Your Family, The (Adm.)

NAME OF UNIT: Physical Health - Understanding Yourself GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Understanding how to develop a healthy personality.	A. Develop the idea that everyone must strive for self-acceptance. a. knows limitations. b. know abilities.	Review scientifically speaking words. Show films and discuss.	Films - "The Teens" State Board of Health
V. Realizes the importance of a healthy personality.	A. Study various aspects of your personality. 1. Physical. 2. Mental. 3. Emotional. 4. Social. 5. Spiritual.		
	B. Show relationship between a healthy personality and a happy and successful life. 1. Family. 2. School. 3. Community.	Make an inventory of personality traits.	
VI. Understands how he or she is like everybody else and different from everybody else.	A. Like everyone else. 1. Body. 2. Needs. 3. Emotions.	Teacher-pupil round table discussion of problems of adolescence and adults. Discuss ways of bridging the generation gap.	

Unit II

Physical Health - Physical Maturity

NAME OF UNIT: Physical Health - Physical Maturity

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop an understanding that it is alright to be different.	A. Worry do to rates of maturing. B. It's normal to be different.	Have students compare heights-reasons for differences; i.e. heredity.	Film - "Heredity" (Adm.) "Your Body During Adolescence" (State Board of Health)
II. To develop an understanding of the adolescent growth spurt.	A. When it begins. B. What is average. C. Pattern of growth. D. Maturity.	Discuss chronological and developmental age. Compute average height and weight of students in class.	Charts - Physical Growth Pamphlets - Student Teacher - Adolescent in Your Family, The
III. To understand what accounts for differences in physical appearance.	A. Know the difference between chronological age and developmental age. B. Patterns of growth. C. Know the effects of heredity. D. Know the effects of environment.	Discuss hereditary physical characteristics. Review scientifically speaking words.	Library Resource Materials - Physical Growth Charts Tapes - Physical Limitations Need Not Be Handicaped

Unit III

Physical Health - Explaining Behavior

NAME OF UNIT: Physical Health - Explaining Behavior

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Develop an awareness of ones psychological makeup.	A. Psychology. B. Body & mind function as a unit. C. Understanding your's and others' behavior.	Special attention to scientifically speaking words.	Film - Habit Patterns (State Board of Health) Filmstrips - Mental Mechanisms Pamphlets - Student & Teacher Building Self Confidence Destructiveness Discipline Fear Jealousy Nervous Habits Obedience Shyness Temper (Adm.)
II. To develop a knowledge of how the mind works.	A. Mind controls physical activity, emotions and the unexplained behavior. B. Parts of the mind. 1. Conscious mind. 2. Unconscious mind. 3. Conscience.		
III. To develop an understanding of how you react to your environment.	A. Use of the sense organs. B. Frustration. 1. Fight reaction. 2. Flight reaction. 3. Constructive compromise.	Write experiences or observation of fight or flight reactions, compromise etc. Differences between maturity and immaturity in relation to conscience.	

NAME OF UNIT:Physical Health - Explaining Behavior

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. To develop an understanding of how you use the mental mechanisms. V. Develop good mental health practices.	A. Identification. B. Rationalization. C. Compensation. A. Recognize one's mistakes and correct them. B. Getting along with others. C. Freedom from handicapping fears. D. Self acceptance.	Dramatize situations showing identification, rationalization, compensation. Discuss conscious and unconscious mental activity.	

Unit IV

Physical Health - Emotional Fitness

NAME OF UNIT: Physical Health - Emotional Fitness

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop an understanding of your emotional reactions.	A. There are two types of emotions according to situation. 1. Frustration - (unpleasant). a. Anger b. Hate c. Fear 2. Helped to reach goals (pleasant). a. Joy b. Love B. Emotions are not good or bad in themselves. a. Depends upon cause. b. Depends upon how they are directed.	Discuss relationship of emotions and physical activity.	Films - "Gateways to the Mind" "Act Your Age" "Attitudes and Health" "You and Your Attitudes" "Understand Your Emotions" (State Board of Health) Filmstrips - Set (4) Family Problems of Young Teens (Adm.) Pamphlet - Student Fear Jealousy (Adm.)
II. To develop knowledge of how you can deal with your emotions.	A. Pushing them back down. B. Release them. 1. Explosive action.	Panel - facing reality in everyday situations.	

NAME OF UNIT: Physical Health - Emotional Fitness

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	2. Little by little. 3. Take it out on someone else. 4. Civilized way.		
III. Realize effects that emotions have on health.	A. Result of pushing emotions back down. 1. Physical pain. 2. Embarrassment.	Report how to make friends and enjoy enduring friendship.	
IV. To develop an understanding of how to meet your emotional needs.	A. Social needs. B. Security and companionship. C. Sense of personal worth. D. Goals in life. E. Strong conscience.	Discuss setting goals satisfying social needs.	

Physical Health - Physical Fitness

NAME OF UNIT: Physical Health - Physical Fitness

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop an understanding of the importance of physical fitness in having good health.	A. Total fitness for living. B. Physical fitness is part of the whole picture.	Discuss four points to be considered in planning a program of physical fitness.	Films - "Personal Health for Girls" "Personal Hygiene for Boys" "Exercise and Health" "Rest and Health" (State Board of Health)
II. To develop an understanding of what physical fitness consist of.	A. Organic fitness. B. Functional fitness. 1. Importance of learning how to relax. 2. Motor fitness.	Students keep a record of the amount and kind of outdoor exercise they have daily for a week. Discuss these in class. Discuss scientifically speaking words.	Filmstrip - "What Makes a Winning Athlete" (Adm.)
III. To develop the knowledge of what a conditioning program must consist of.	A. Muscles need daily workouts. B. Work muscles hard. C. Your workout should be fun. D. Choose activities you can do in later life.		Pamphlets - Boy and His Physique Girl and Her Figure (Adm.)

Unit VI

Physical Health - Medical Awareness

NAME OF UNIT: Physical Health - Medical Awareness

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To know the importance of having regular health checkups.	A. Preventing illness. B. Comfort of knowing you are in good condition. C. Opportunity to ask question about health. D. Keeping your health history up to date	If possible, have school nurse or doctor visit to explain what is done and why, in a good physical check-up. Let students use stethoscope, etc.	Films - "Choosing a Doctor" (State Board of Health) Pamphlet - Florence Nightengale (Adm.)
II. To develop a knowledge of what the health examination consist of, and what it reveals.	A. What the doctor checks. 1. Height & weight. 2. Posture. 3. Skin & hair. 4. Interior of your mouth, nose, and throat. 5. Eyes & eyelids. 6. Ears. 7. Blood pressure. 8. Stomach. 9. Nervous system. 10. Kidneys. 11. Blood Test.	Explain and stress need for each family to have family doctor and get advance information and recommendations for doctors when family is moving to another town.	

Unit VII

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Community Health - Disease

NAME OF UNIT: Community Health - Disease

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop a knowledge of the past and present theories on causes of sickness.	A. Ideals of primitive man. 1. Evil spirit. 2. Role of medicine man. B. Hippocrates 1. Father of medicine. 2. Healing Power of nature. 3. Body's ability to overcome disease by itself. C. Constitution. D. Theodore Schwann. 1. Cells. E. Rudolph Virchow. 1. Changes in normal cell structure.	Secure a copy of the Hippocratic Oath.	Films - "Antibiotics" "Your Health Disease and it's Control" (State Board of Health "Rodney" (Adm.) Filmstrips - "Cures and Colds" (Adm.) Tapes - "Causes of Disease" Pamphlets - The Common Cold Chickenpox Diphtheria Influenza Measles
II. To develop a knowledge of the ways of classifying diseases.	A. By Time. 1. Acute. 2. Chronic	If possible, obtain from your city or state department a list of the causes of all deaths which took place in the city and or state in a recent year. Classify as communicable or non-communicable.	

NAME OF UNIT: Community Health - Disease

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	B. By it's nature. 1. Organic. 2. Functional. C. By cause. 1. Communicable. 2. Non-communicable.		
III. To develop a knowledge of some of the causes of non-communicable diseases.	A. Not caused by infectious agents from outside. B. Caused by: 1. Deficiencies. 2. Allergies. 3. Endocrine disorders. 4. Occupational diseases. 5. Degenerative diseases.	Discuss occupational disease in relation to occupations within the community.	
IV. To develop a knowledge of the facts about communicable diseases.	A. Caused by pathogens. 1. Bacteria. a. Helpful.	Precautions i.e. cleanliness and use of handerchiefs, own drinking glass etc. in preventing spread of disease.	

NAME OF UNIT: Community Health - Disease

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. (continued)	b. Harmful. 2. Fungi. 3. Protozoa. 4. Viruses. 5. Rickettsiae.		
V. To develop a knowledge of what can destroy pathogens.	A. Can be destroyed when passing from host to host by: 1. Direct sunlight. 2. Drying. 3. Heat. 4. Chemicals. 5. Hot, soapy water.	Discuss scientifically speaking words.	
VI. To develop a knowledge of how pathogen spread.	A. Infection by contact. B. Airborne infection. C. Vehicles of infection. D. Vectors of infection.		

Unit VIII

Community Health - Fight Against Infection

NAME OF UNIT: Community Health - Fight Against Infection

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop a knowledge of some of the attempts to control the travel of pathogens.	A. Control spread by: 1. Quarantine. 2. Isolation. 3. Ultraviolet irradiation. 4. Disinfectant Vapor. 5. 10 tips on protecting against infection.	Discuss awareness of good health practices in the home, personal hygiene and precautions practiced by public establishments. Discuss how knowledge leads to control of disease and ignorance causes spread of disease.	Film - "Body Defenses Against Disease" Filmstrips - "Jenner" "Pasteur" Tapes - Protecting My Health by Vaccination.
II. To develop a knowledge of the role of the community health department in controlling the spread of communicable diseases.	A. Protecting the water supply. 1. Pure waste and sewage systems. 2. Wells and springs. a. Certified safe to drink. B. Checking milk. 1. Harmless bacteria. 2. Harmful bacteria. a. Diseased cows. b. Sick dairy workers.	Have students visit the following places and report to class on desirable and undesirable practices in: a. Bakery b. School cafeteria c. Restaurant d. Drug store lunch counter. 3. Grocery store Discuss scientifically speaking words.	Pamphlets - Jenner Pasteur Reed Prevention of Communicable Disease Protect Yourself and Others (Adm.)

NAME OF UNIT: Community Health - Fight Against Infection

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	3. Pasteurization. C. Checking solid foods. 1. Meat inspection. a. Trichinosis. 2. Trace Sources. a. Staphylococcus poisoning. b. Botulism. c. Salmonella infection. D. Checking food and eating utensils. 1. Refrigeration and storage. 2. Food handlers. 3. Dishwashing. 4. Following these practices at home. E. Checking food selling establishments. 1. Health department permit or license.		

NAME OF UNIT: Community Health - Fight Against Infection

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	E. (continued) 2. Inspected. a. Kept clean and orderly. b. Flies. c. Refrigeration. d. Washing. e. Food handlers are trained. F. Control mechanical vectors. 1. Flies. a. Breeding. 2. Cockroach. a. Keep areas clean. G. Control diseases spread by bites of insects. 1. Malaria. a. Anopheles. mosquitoes,		

NAME OF UNIT: Community Health - Fight Against Infection

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	G. (continued) b. W.H.O. 2. Yellow fever. a. Walter Reed. b. Aëdes Aegytpti mosquitoes. 3. Bubonic plague. a. Rat flea. 4. Typhus fever. a. Epidemic type 1. Body lice. b. Murine type. 1. Rat flea. 5. Spotted fever. a. Female tick.		

Unit IX

Community Health - Lines of Defense Against Infectious Organisms

NAME OF UNIT: Community Health - Lines of Defense Against Infectious Organisms GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop a knowledge of the body's lines of defense against disease.	A. General lines of defense. 1. Skin and mucous membrane. 2. Body secreations. 3. White cells. a. Inflammation and pus formation. b. Antiseptic. c. Asepsis.	Take a class pole of the diseases each student has had.	Films - "Immunizations" "Bacteria, Friend or Foe?" (Indiana State Board of Health) "How to Catch a Cold" (Adm.) "Bacteria: Laboratory Study" (Adm.)
II. To develop a knowledge of the principles behind building lines of defense.	A. Specific lines of defense. 1. Antibodies. 2. Antitoxins. 3. Immunity. a. Active. 1. Naturally acquired. 2. Artifically acquired.	Discuss diseases for which we have immunizations and the timetable for vaccine and shots.	Pamphlets - Protect Yourself and Others (Adm.) Prevention of Communicable Diseases Protect Your Family and Your Dog Against Rabies Protect Yourself and Others (Immunization Information) (Adm.)

NAME OF UNIT: Community Health - Lines of Defense Against Infectious Organisms

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	b. Passive. 1. Borrowed antibodies. 2. Immune serums.		
III. To develop an understanding of how chemotherapy helps the body fight infection and its limitations.	A. Use of patient chemicals. 1. 606. 2. Sulfa drugs. B. Use of substances manufactured by living microorganisms. 1. Penicillin. 2. Streptomycin. C. Work to be done. 1. Viruses. 2. Infections.	Make a list of the drugs (chemotherapy) and the diseases against which they are effective. Discuss necessity of each student having immunizations before entering school. Discuss scientifically speaking words. Health Notebook with answers to worksheet questions. 1. Cover main ideas in each chapter. 2. Answered while reading chapters. 3. Newspaper and magazine articles.	

Unit X

Community Health - Problems of Disease

NAME OF UNIT: Community Health - Problems of Disease

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows what major illness still confronts science.	A. Two leading causes of death. 1. Diseases of the heart. 2. Cancer.	Discussion of leading causes of death.	Film - "Cancer" (Indiana State Board of Health) "Rodney" (Adm.)
II. Knows what progress has been made in curing these diseases.	A. Respiratory diseases caused by virus. 1. "Common Cold". 2. Influenza. 3. Pneumonia. B. Tuberculosis. 1. Caused by tubercle bacillus. 2. Pulmonary T.B. 3. How T.B. spreads. 4. Primary infection. 5. T. B. Testing. a. Positive. b. Negative. c. Chest x-rays.	Compare leading causes of death today and 50 years ago and reasons for change.	Pamphlets - Tuberculosis Today The Facts About Cancer Heart Quiz (Adm.) Emphysema - Battle to Breathe

NAME OF UNIT: Community Health - Problems of Disease

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
II. (continued)	6. Treatment.	What has been accomplished in research for curing cancer? - Panel discussion.	
III. Is aware of the role we can play in helping to control these diseases.	C. Cancer. 1. What cancer is. 2. Causes. 3. Types. 4. Treatment. 5. Cures. 6. Tests. 7. Seven Danger Signals. 8. Quacks.	Discuss scientifically speaking. Cancer Film.	

Unit XI

Community Health - Mental Illness

NAME OF UNIT: Community Health - Mental Illness

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows types of mental illness.	A. Neurosis. 1. Psychosomatic. 2. Hysteria. 3. Obsession. 3. Phobias. B. Psychoses. 1. Caused by. 2. Functional. 3. Manic-depressive. 4. Schizophrenic.	Discuss why mental illness is one of the most prevalent health problems in the U.S.	Film - "Mental Health" (State Board of Health)
II. Knows ways of curing mental illness.	A. Treatment. 1. Physiologic shock. 2. Tranquilizers. B. Prevention. 1. Think it over. 2. Want to be helped.. 3. Get mind off. 4. Doctor advise.	Invite school psychometrist to speak to class and tape for other classes or arrange for the 7th grade boys and girls to meet in auditorium two periods.	Tape - " Mental Health" Pamphlets - Mental Health Values (Adm.)

NAME OF UNIT:Community Health - Mental Illness

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. Gains attitudes	A. Definition of mental illness. 1. Changes through the years. 2. Needs attention. 3. Better understanding. 4. More research.	Discuss changes toward mental illness. Get information about numbers and services of psychiatrists, mental health clinics, hospitals, etc., within the state. Scientifically speaking.	

Unit XII

Social Health - Alcohol, Narcotics and Tobacco

NAME OF UNIT: Social Health - Alcohol, Narcotics, Tobacco

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows what alcoholic beverages are.	A. Definition of alcohol. B. History of alcohol. 1. Early american. 2. Temperance. 3. Prohibition. 4. Today.	Discuss definition and history of alcohol.	Films - "Alcohol and the Human Body" (Adm.) Filmstrips - Alcohol, Tobacco & Drugs Resource Kit (Adm.) Booklets - Teacher Facts About Alcohol The Problem: Alcohol-Narcotics Tapes - Narcotics and Drug Addiction.
II. Recognizes uses of beverage and non-beverage alcohol.	A. Production of alcohol. 1. Commercial uses. 2. Beverages.	Discuss uses of beverage and non-beverage alcohol. Collect clippings from newspapers, magazines, etc. on uses of alcohol.	
III. Understands the physiological effects of beverage alcohol.	A. Alcohol as a depressant. 1. Alcohol in blood. 2. Effects on nerves. 3. Effects on muscles. 4. Effects on sense organs.	Film: Alcohol and the Human Body.	

NAME OF UNIT: Social Health - Alcohol, Narcotics, Tobacco

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	B. Long range affects, such as: 1. Beri Beri. 2. Pellegra. 3. Cirrhosis of liver. 4. Delirium temors.		
IV. Knows problems created by use of alcoholic beverages and their dangers.	A. State laws. B. Degree of drinking. C. Drinking and driving.	Arrange demonstration of breathalyzer and drunk-ometer. Statistics from AMA on number of accidents caused by drunken drivers.	
V. Accepts concept that alcoholism is an illness and can be helped.	A. Prevention of - 1. Elimination. 2. Education. 3. Causes - a. Emotion upset b. Job pressures.		

NAME OF UNIT: Social Health - Alcohol, Narcotics, Tobacco

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
V. (continued)	B. Treatment for - 1. Self-admission. 2. Alcohol Anonymous. 3. Federal hospitals. 4. Psychiatry. 5. Church. 6. Clinics.		

NAME OF UNIT: Social Health - Alcohol, Narcotics, Tobacco

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
VI. Knows the connection between smoking and cancer and heart disease.	A. Effects of nicotine and tars. B. Affects on body: 1. Circulatory system. 2. Respiratory system. 3. Digestive system. C. Statistic on: 1. Lung cancer. 2. T.B. 3. Emphysema. 4. Death Rates. 5. Money spent. 6. Fires	Advertisements for cigarettes and discuss how advertising is psychologically aimed to attract youth to smoking. Discuss effects of smoking. Devise smoking machine. (Smoking Millie) Compare amount spent on tobacco in relation to money spent on research, education, etc. Compute cost of one package a-day smoking per year. Invite fireman to discuss fires caused by careless smokers.	Tapes - Is Smoking Worthwhile Booklets - Student To Smoke or Not to Smoke Booklets - Teacher Tobacco and Health
VII. Realizes how people begin smoking.	A. Peer acceptance. B. Feelings of maturity and sophistication. C. Nervous habit. D. Habits: 1. Good and bad. 2. Importance of breaking habits.		

NAME OF UNIT: Social Health - Alcohol, Narcotics, Tobacco

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
VIII. Understands safe use of drugs and their misuse. IX. Aware of nature, uses and dangers of drugs.	A. Drugs used wisely. 1. Prescribed. 2. Storage. 3. Follow directions. 4. Take as directed. A. Stimulants. 1. Amphetamines. 2. Cocaine. 3. Nicknames. B. Depressants. 1. Barbiturates. 2. Opium and derivatives. 3. Tranquilizers. 4. Antihistamine. C. Other Agents. 1. L.S.D. 2. Marijuana 3. Glue	Invite nurse, pharmacist or physician to talk to students about use and abuse of drugs. Procureing literature on description and effects of widely used drugs. Make scrapbook of articles related to use and misuse of drugs.	Films - "Narcotics the Inside Story" (Adm.) Filmstrips - Alcohol, Tobacco and Drugs Resource Kit (Adm.) Booklets - Teacher Drugs - Facts on Their Use and Abuse. What About Marijuana? What We Can Do About Drug Abuse. Let's Talk About Goofballs and Pep Pills.

NAME OF UNIT: Social Health - Alcohol, Narcotics, Tobacco

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IX. (continued)	D. Definition. E. Effects on body. F. Uses 1. Good. 2. Abuse.		L S D: Trip or Trap. Drug Abuse: Escape to Nowhere. Drugs and You. Facts About Narcotics and Other Dangerous Drugs. Glue Sniffing. A Doctor Discusses Narcotics and Drug Addiction.
X. Knows that there are regulations that control the manufacture, distribution sales, and use of drugs.	A. Legal restrictions. B. Illegal practices.		

Unit XIII

Community Health - Safety

NAME OF UNIT: Community Health - Safety

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows how to recognize or anticipate accidents.	A. Are you safety concious? 1. Accident hazards. 2. Human factors. 3. Risks. 4. Uses of good judgement and skill. B. Classes of accidents. 1. Work 12%. 2. Public 18%. 3. Home 28%. 4. Motor vehicle 42%.	Have students investigate accidents due to carelessness and or disrespect.	Films - "The Bicyclist" "When You Are a Pedestrian" Filmstrips - How to Ride your Bicycle Safely Tapes - Safety and First Aid Pamphlet - Prevent Accidents In Your Home
II. Knows what to do to prevent accidents.	A. Falls - common cause at home. 1. Why work percentage is low?	Tour school building and outdoor area to check for safety hazards. Conduct fix-up campaigns.	
III. Obeys rules for traffic safety.	A. Motor vehicle involving bicycles, trucks, car, trains. B. Rights and duties of bikes - regarding safety rules.	Make list of rules for play areas.	

NAME OF UNIT: Community Health - Safety

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	C. Proper equipment.		
IV. Practices safety in the home.	A. Proper usage in the home. 1. Improper wiring. 2. Worn equipment.	Safety in the home. Bulletin board display. Campaign of safety.	
V. Realizes value of home repairs and improvements.	A. Danger of each room. 1. Causes of falls. 2. Fires. 3. Slips. 4. Burns. 5. Poisons. 6. Firearms. 7. Suffocation.	Invite home economic teacher to speak on safety in the kitchen. Use of power equipment.	
VI. Realizes value of water safety.	A. Water accidents. 1. Drowning. 2. Boating. 3. Swimming.	Basic rules of water and boating safety.	

Unit XIV

Community Health - First Aid

NAME OF UNIT: Community Health - First Aid GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows what first aid is.	A. Define first aid.	List emergencies where first aid is needed. dog bite frostbite heatstroke shock	Teacher Resource Materials - Red Cross First Aid Handbook
II. Realizes how to be prepared to meet emergencies.	A. 1. Getting help. 2. Emergency call list. 3. First aid supplies on hand. 4. Learn to give first aid.	Have them prepare a first aid kit for the home.	Tapes - Medical Precautions at Home
III. Knowledge of the ABC's of first aid.	A. Asphyxia. 1. Artificial respiration. 2. Remove obstructions. B. Bleeding-External. 1. Pressure points. 2. Tourniquet. 3. Internal bleeding.	Discuss scientifically speaking words.	Films - "Artificial Respiration" (Indiana State Board of Health) "Bleeding and Bandaging" "First Aid Fundamentals" "First Aid on the Spot" "Rescue Breathing" "First Aid Now"

NAME OF UNIT: Community Health - First Aid

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	C. Poisoning. 1. By mouth. 2. What to do. 3. Important exceptions.	Ask a Red Cross first aid instructor, a member of the emergency first aid fireman crew, or the school nurse, or students who have taken a first aid course to help the class in putting on a demonstration of first aid measures in: artificial respiration bleeding stoppage pressure bandage splints for simple fracture. lifting and moving a person with a back injury. Discuss: breathing bleeding poisoning wounds burns fractures sprains dislocations	
IV. First aid for common injuries and conditions.	A. Animal bites. B. Appendicitis. C. Back injuries. D. Blisters. E. Bruises. F. Burns. G. Dislocations. H. Fainting. I. Foreign body in the eye. J. Fractures. K. Frostbite. L. Heart attack. M. Heat exhustion. N. Heatstroke. O. Insect bites. P. Nosebleed. Q. Snake bites. R. Stroke. S. Strains. T. Sunburn. U. Wounds.		

Unit XV

101

Community Health - Public Health

NAME OF UNIT: Community Health - Public Health

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows the basic facts about public health.	A. Define public health. B. How it is organized: 1. Local. 2. State. 3. National. 4. International. C. Importance of public health.		Films - "Home Nursing" Pamphlets - You Take It Out Control of Bedbugs Health, Public and Property Nuisance, (Adm.)
II. Knows the services offered by the community health department.	A. Administrative. B. Maternal and child care. C. Community health service. D. Preventable disease. E. Environmental sanitation services.	Assign oral reports on control methods of communicable diseases as practiced by city, and state and nation. Ask nurse to talk about immunization.	
III. Knows about health services provided by other organizations.	A. Voluntary. B. Professional. C. Foundations. D. Commercial. E. Community groups. F. World health organization.	Report on new research, medical advances and health organizations.	

NAME OF UNIT: Community Health - Public Health

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Realizes his responsibility as a citizen in public health.	A. Everyone has a responsibility to himself, his community, state, nation and world to provide a healthy environment in which to live, work and play.	Discuss scientifically speaking words.	

Unit XVI

Community Health - Family Health

NAME OF UNIT: Community Health - Family Health

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Realizes the importance of the family unit.	A. Needs for a family 1. Love. 2. Friendship. 3. Standards. 4. Security.	Ask student to report on normal family situations and compare ideas of responsibility with those of parents and teachers.	Films - "Developing Self Reliance" "Developing Friendships" "How Friendly Are You" "Making Friends" "Improve Your Personality" (Indiana State Board of Health)
II. Understands the reasons for misunderstandings in the family.	A. Lack of communications. 1. Parents. 2. Children. B. Independence.	Role play degrees of mature behavior. List desirable qualities girls admire in boys and boys admire in girls.	
III. Realizes his responsibilities as a family member.	A. Individual realizes his duty to the family and why he has a duty to the family. 1. Give and take. 2. Easy does it. 3. Avoid extremes. 4. The happy medium.	Discuss importance of Industrial Arts and Home Ec. courses for both sexes. Appropriateness of styles in clothes. Collect and discuss ads for clothing. Invite counselors to discuss dating.	

KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION

Department of Health-Education & Services

Index and Unit Time Schedule
(Approximate Time Table)

8th Grade

I. Physical Health - Cell - Skin
10 days
II. Physical Health - Dental Health
5 days
III. Physical Health - Digestion and Nutrition
10 days
IV. Physical Health - Circulatory System
10 days
V. Physical Health - Respiration
5 days
VI. Physical Health - Sensory
10 days
VII. Physical Health - Nervous System
10 days
VIII. Physical Health - Endocrine System
5 days
IX. Physical Health - Skeletal System and Muscular System
10 days
X. Community-Social Health - Homemaking
3 days
XI. Community-Social Health - Friendships
3 days
XII. Community-Social Health - Driver Safety
3 days
XIII. Community-Social Health - Happy Successful Life
3 days
XIV. Community-Social Health - Drug Education
5 days

Unit I

Physical Health - Cell - Skin

NAME OF UNIT: Physical Health - Cell - Skin

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To understand cellular function and structure.	A. Cellular function & structure. 1. Atoms and Molecules. 2. Protoplasm. 3. Cellular structure. 4. Tissue. a. epithelial b. muscular c. connective d. nervous 5. Organs	Study types of cell under microscope Use transparencies in Human Body workbook. Discuss vocabulary relative to cells, tissues and organs.	Human Body Transparency - Duplicator Book Microscope and Slides
	B. Cell Division		
II. Knows and understands the structure and functions of the skin.	A. Structure and function of skin protection, demination; retention of body fluids; regulation of temperature appearance.	Vocabulary discussion. Study sample of skin under scope or examine own skin with magnifying glass.	Film: "Care of Skin" "Scrubgame"
	B. Care of skin; cleanliness proper diet; proper elimination; sufficient rest.	Film on "Care of Skin". Cosmetic expert talk on care of skin.	Filmstrip: "The Making of Champion" Boys
	C. Relationship of diet, sleep and other daily habits to appearance of skin. Cause of odor in perspiration.	Discussion on methods of bodily & personal hygiene.	Transparency - Skin
III. Understands how appearance affects social life, school life, and job opportunities.	A. Importance of deodorant for boys and girls.	Invitation to Dermatologist to lecture class on skin care and tape this visit for the use of other classes.	
	B. Skin abnormalities common to adolescents: acne, blackheads, and whiteheads. Prevention & treatment of abnormalities.		

NAME OF UNIT: Physical Health - Cell - Skin

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Practices prevention of abnormalities of the skin.	A. Importance of washing face at least in morning and before going to bed: cleans skin and improves circulation and prevents blemishes.	Discussion of bathing habits, for shower, bathtub, etc.	Chart - Denoyer-Geppert
	B. Regular and frequent bathing; regular habits of elimination.	Review chapters and give test.	Pamphlet

Unit II

Physical Health - Dental Health

NAME OF UNIT: Physical Health - Dental Health

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows parts and functions of teeth in general.	A. Enamel B. Dentine C. Pulp E. Periodontel Membrane F. Cementum G. Nerve & Blood Vessels	Label parts on a ditto sheet & have class list what main function of each is.	Cram's Chart
II. Knows names and functions of the various permanent teeth: causes & prevention of dental caries; and other teeth problems and disorders.	H. Names of the various kinds of permanent teeth. A. How structure and function of the various teeth are related. B. Dental Caries 1. Cause 2. Prevention a. individual b. doctor c. community C. Teeth Problems & Disorders 1. Malocclusion 2. Gingivitis 3. Pyorrhea 4. Trench mouth	Hand out chart of teeth. Discuss function of each kind of teeth and relate it to its structure. Bring samples of teeth to class. Discuss causes & reason out how the individual, the doctor and the community can help as a team to prevent cavities. Visit local water department or have a representative come to class or visit a dentist or have him speak to class. Individual projects either in report form or have students bring actual records films, etc. of individual problems.	Chart in room Pamphlet: They're Your Teeth" - American Dental Association. Film: "How and Why" Ind. State Board of Health Film: "Judy's Smile" Ind. State Board of Health "Save Those Teeth" Ind. State Board of Health "Laurie Learns a Secret" School Owned Pamphlets Teens and the Teeth

NAME OF UNIT: Physical Health - Dental Health *GRADE LEVEL: 8*

OUTCOMES	*SUBJECT MATTER*	*LEARNING EXPERIENCES*	*RESOURCE MATERIAL*
III. Each student practices good dental health habits and regular care program.	*A. How and when to brush teeth correctly.*	*Use large brush & model of teeth to demonstrate brushing habits.*	*Local dentist will have such a model.*
	B. Importance of diet & healthy teeth.	*Have students keep a record of daily foods consumed for 2 days. Classify the food used into two catagories: basic foods and those contributing to tooth decay.*	*Food Charts* *Film: "Save Those Teeth" Ind. State Board of Health*

Physical Health - Digestion and Nutrition

NAME OF UNIT: Digestion & Nutrition

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knowledge of common terms related to nutrition. II. Knowledge of what nutrients supply calories.	A. Calories Oxidation Energy B. Carbohydrates Fats Proteins (a) amino acids (b) complete and incomplete (c) protein needs Minerals (a) calcium (b) iodine (c) sodium chloride Vitamins (a) A (b) B - complex (c) C (d) D (e) Scurvy (f) ascorbic acid (g) beriberi Water Cellulose	Filmstrip on digestion plus film. Count calories for 3 days and analyze for nutrient value. Discuss protein as a body builder. Discuss foods which contain carbohydrates, starches and sugars. Discuss daily dietary needs to maintain health. Check a calorie table.	Cram New Era Charts Filmstrip - Human Digestive System. Film: "Digestion of Food" Booklets Calorie Countbook Nutrition & Health Growth
III. To be able to select the proper type and amount of food.	C. Getting enough of everything. Nutrition yardstick Daily food guide	Make a chart showing the four basic food groups. Show Film Give out diagram of digestive system. Let class label important parts	Film: "It's All in Knowing Now"

NAME OF UNIT: Digestion & Nutrition

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Knowledge of the digestive system.	A. Function of the system. Mechanical digestion. Peristaltic waves. Sphincters. Enzymes. Chemical Digestive (a) mouth (b) stomach (c) small intestine	Study health charts. Quiz Review Test	Human Body Transparency Book. Torso
V. Knowledge of how the end products of digestion are absorbed.	A. Small intestine Absorption of amino acids and glucose. Absorption of fatty acids and glycerin	Discuss importance of body eliminating waste. Do one of the experiments on page 150-151, in text.	Filmstrip - Metabolism
VI. Getting rid of food wastes.	B. Food residues in the large intestine (a) rectum (b) feces (c) constipation		
VII. Knowledge of body metabolism.	C. Carbohydrate metabolism Fat metabolism Protein metabolism		

NAME OF UNIT: Physical Health - Nutrition

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
VIII. Knowledge of the kidneys and their work.	A. Filtering units of the kidneys. Production of urine. Getting rid of urine. Variations in output of urine. Value of urinalysis.	Discuss importance of kidney elimination. Student illustrate and label parts of kidney.	Cram Charts Transparencies
IX. Knowledge of energy metabolism.	A. Measuring basal metabolism. Removing the waste products of oxidation. Body's thermostat. Blood becoming too hot. Blood becoming too cold. Why wear clothes.		Film: Metabolism Ind. St. Board of Health
X. Knowledge of what you can do about digestion.	A. Psychic effect of food. Time out for eating. Emotions and digestion. Pleasant mealtimes. Time out to relax	Discuss how emotions effect the digestive process. Give oral reports on Beaumont and other men of science.	

NAME OF UNIT: Physical Health - Nutrition

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
XI. Knowledge of why you get hungry.	A. The action of the stomach. Why it's good to be hungry. To skip or not to skip. Between meal snacks.	Have the Nurse talk about common digestive disorders.	School Nurse
XII. Questions about your weight.	B. What makes a person fat? Why do people over eat? Why see a doctor before trying to lose weight? What about special diets? Food Quacks. What causes underweight?	Discuss in class the reasons for the interest in weight reducing fads. Collect articles on weight reducing programs. Ask Dietician to speak to class.	Film: Weight Reduction

Unit IV

Physical Health - Circulatory System

NAME OF UNIT: *Physical Health - Circulatory System* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
I. To understand the parts and function of blood.	*A. Blood Plasma.* *B. Red Cells.* *C. White Cells.* *D. Platelets.*	*Discussion of function of blood and blood cells.* *Observe stained specimen of blood on glass slide through a compound microscope.*	*Microscope and Slides*
II. To gain knowledge of the various abnormalities associated with blood.	*A. Red cell abnormality.* *1. Iron-deficiency anemia.* *2. Pernicious anemia.* *B. White cell abnormality.* *1. Leukemia.* *C. Hemophilia.* *D. Thrombosis.*	*Discuss cause and treatment of anemia.* *Study pamphlets and current literature on hemophilia and leukemia.*	*Booklet -* *Know Your Heart (Adm.)* *Pamphlets -* *Facts About the Heart and Blood Vessels (Adm.)*
III. To know and understand the medical uses of blood and blood products.	*A. Blood tranfusion.* *B. Blood banks.* *C. Blood grouping.* *D. RH factor.* *E. Gamma gobulin.*	*Invite representative of the Red Cross to discuss the role they play.* *Review* *Test*	*Heart Quiz - (Adm.)* *Chart -* *Circulatory System (Adm.)*

NAME OF UNIT: *Physical Health - Circulatory System* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
IV. Knowledge of the structure of the heart and how it functions. *V. Appreciation of the complexity of the circulatory system.*	*A. Parts of the heart.* *1. Divisions.* *a. auricles.* *b. ventricles.* *2. Heart valves.* *3. Blood vessels associated with.* *A. Systemic circulation.* *1. Veins.* *2. Arteries.* *3. Capillaries.* *B. Pulmonary circulation.*	*Use model of heart.* *Use transparency.* *Have students label diagram.* *Obtain beef heart - dissect and identify major structures.*	*Film -* *Hemo the Magnificent* *Transparency -* *Heart Chart in Room*
VI. An awareness of problems associated with the heart.	*A. Rheumatic fever.* *B. Hypertensive heart disease.* *C. Coronary heart disease.* *D. Advances in heart surgery.* *E. Need for thorough heart exam.*	*Discuss how a simple strep infection can precede rheumatic fever and in turn cause rheumatic heart disease.* *Relate diet and cholesterol in association with problem of coronary heart disease.* *Review* *Test*	*Model -* *The Beating Heart (Adm. Building)* *Film -* *The Circulatory System (Adm. Building)*

Unit V

Physical Health - Respiration

NAME OF UNIT: *Physical Health - Respiration*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Understands the function and structure of the respiratory system, and its relationship to good health.	*A. Why breathing is a must.* *B. The respiratory tree.* *1. Trachea.* *2. Bronchi.* *3. Bronchioles.* *4. Alveoli.* *C. Thorax* *D. Pleura.* *E. Diaphragm.* *F. Ribs.* *G. Respiration rate.* *1. Inhale.* *2. Exhale.* *H. Respiratory center.* *1. Carbon dioxide.* *2. Oxygen.* *I. Increasing your vital capactiy.* *1. Exercise.* *2. Endurance.* *3. Stamina.*	*Discuss parts of respiratory system.* *Discuss film "Mechanics of Breathing"* *Discuss filmstrip as a review - "Systems of the Human Body" (Respiratory)*	*Model -* *Transparent Breathing Man (Adm.)* *Filmstrip -* *"Systems of the Human Body" (Respiratory) (Adm.)* *Film -* *"Mechanics of Breathing" (State Board of Health)*

NAME OF UNIT: *Physical Health - Respiration*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	*J. Oxygen and co2 exchange.* *1. Air sacs.* *2. Capillaries.* *K. Your nose as an air conditioner.* *1. Warm.* *2. Moisten.* *3. Clean.* *L. Sinuses.* *1. Sinusitis.* *M. Mucous membrane.* *N. Cilial escalator.* *1. Cilia.* *O. Your nose and weather.* *1. Indoor ventilation.* *2. Air conditioning.* *P. A busy traffic circle.* *1. Pharynx.* *2. Eustachian.* *3. Larynx.*	*Assign report on effects of air pollution.* *Assign reports on ways that respiration is affected by emotion, exercise, stimulants, etc.* *Discuss filmstrip - "This is You - Your Senses"* *Discuss indoor ventilation and how it affects us.* *Study scientifically speaking words at end of chapter.*	*Film* - *"Breathe of Air" (Adm.)* *Filmstrip* - *"This is You - Your Senses" (Adm.)*

NAME OF UNIT: *Physical Health -- Respiration*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	*4. Epiglottis.* *5. Vocal cords.* *6. Glottis.*		
II. Realizes the changes that take place that affect speech.	*A. Voice changes in adolescence.* *1. Vocal cords.* *2. Larynx.* *B. Sounds of speech.* *1. Tones.* *2. Overtones.* *a. tongue.* *b. lips.* *c. teeth.* *C. Stuttering.*	*Ask questions pertaining to voice changes and why?*	
III. Knows that preventive measures can avoid respiratory problems.	*A. Cold (common).* *B. Secondary infections.* *1. Bacterial.* *2. Virus.* *a. sinusitis.* *b. middle ear infection.*	*Have class project to study the occurrence of the common cold among class members.*	*Pamphlet - (student)* *Common cold, the Influenza Emphysema (Adm.)*

NAME OF UNIT: *Physical Health - Respiration* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	*c. bronchitis.* *d. pneumonia.* *C. Cold cure.* *1. Rest.* *2. Sleep.* *D. Respiratory Allergies.* *1. Hay fever.* *2. Bronchial asthma.* *3. T.B.*	*Appoint certain students to report on respiratory allergies.*	*Pamphlet - (Teacher)* *Management of Chronic Lung Diseases.* *Emphysema and Chronic Bronchitis. (Adm.)* *Film -* *Rodney (Adm.)*

Unit VI

Physical Health - Sensory

NAME OF UNIT: Physical Health - Sensory

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Develops an awareness of the importance of the five senses.	A. How We See 1. Reflection of light 2. Color 3. Eye like a camera B. Structure of the Eye 1. Protection a. eye orbit b. tear glands c. conjuntiva 2. Parts of Vision a. white of eye 1. schera 2. choroid 3. retina b. pupil c. iris d. rods and cones e. visual purple C. Eye Focusing 1. crystalline lens 2. Interior of the eye a. agueous humor b. vitreous humor 3. Accommodation a. ciliary muscles b. convex and concave lens. D. Errors of Refraction 1. Farsightedness (hyperopia) 2. Astigmatism 3. Nearsightedness (myopia) 4. Cross eye	Discussion of how life wouldn't be much without the five senses. Diagrams of the ear-eye-tongue-nose. Have the students label the main parts. Have students bring in cow eyes, and dissect them in small groups. Discuss the function of each part. Use the model of the eye and ear to show location of parts. Use the charts for review and as student guide. Bring different kinds of food in to be tested by the students taste buds. Show the students how flavors are determined by the nose. Show filmstrip on "Sense Organs."	Filmstrip - "Your Sense Organs: Class "Charts" Class "Models" Diagrams out of Men. & Tran. Book "Snellen Chart" "Audiometer" A "Watch"

NAME OF UNIT: Physical Health - Sensory

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
	E. Wearing Glasses 1. Types of eye specialist. a. ophthalmologist (Oculist) b. optometrist c. optician. F. Eye Ailments 1. Cloudy cornea 2. Cataract 3. Glaucoma G. Eye Protection 1. Conjunctivitis (pinkeye) 2. Sties 3. Eye accidents 4. Good Lighting 5. Light contrast 6. Glare H. Hearing 1. Vibrations 2. Construction of ear a. outer ear canal b. tympanum (eardrum) c. middle ear (ossicles) 1. hammer 2. anvil 3. stirrup d. oval window e. inner 1. cochlea 2. semicirculer canals. 3. lymph 4. auditory strings f. auditory nerve g. eustachian tube	Discussion on the disorders of the eye. Use Snellen chart to test some of the students in the class. Tell the class how the chart is used and how the vision is determined. Use blackboard to show some eye disorders and how they can be corrected. Have discussion on the type of eye specialist and their function. Tell about the three types of hearing test - Audiometer Wisper test Watch tick test Show how they work. Test some of the students. Have discussion on how pain is helpful in your daily life.	Audiometer Watch test
II. Knows and understands the functions of the five senses.			

NAME OF UNIT: Physical Health - Sensory

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
	3. Middle ear troubles a. nose blowing b. swimming c. middle ear abscess d. mastoiditis e. eardrum injuries 4. Hearing loss a. deafness b. defecting loss 1. audiometer 2. watch tick test 3. whisper test c. hearing aids I. Smell and taste 1. Nose and odors a. olfactory cells b. olfactory nerves c. how you smell flavors. 2. How to taste a. taste receptors -(tastebuds) b. only four - 1. sweet 2. sour 3. bitter 4. salty J. Skin sensations 1. Receptor spots 2. Pain	Have review on vocabulary and discussion on the function of the five sences. Have test. Review test.	

Physical Health - Nervous System

NAME OF UNIT: Physical Health - Nervous System

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Familiarity with the Nervous System and its function in behavior and control of the body processes.	A. Parts of the nervous system. 1. Divisions. a. Central. b. Autonomic. B. Basic structure. 1. Neuron. 2. Dendrites. 3. Axons. C. Nerve Mechanisms. 1. Sensory. 2. Motor. a. reflex. b. habit. D. Brain and spinal cord. 1. Meninges. 2. Cranial nerves. 3. Spinal nerves. E. Cerebrum. 1. Gray and white matter. 2. Sensory areas. 3. Motor area. 4. Association areas. 5. Speech area. F. Brain stem and cerebellum. 1. Mid brain. 2. Medulla. 3. Pons. G. C.N.S. and Sleep. 1. Why. 2. How. 3. Need.	Discussion of parts (of) and function (of) nervous system. Use film or filmstrip on Nervous System. Have students label diagram of brain. Use transparency to study parts of C.N.S. Use chart to trace impulses from extremities to brain or spinal cord. Study model of brain to locate specific areas. Assign student projects related to articles about C.N.S. functions. Obtain pamphlets for students to study.	Filmstrip -"The Nervous System" Transparency - C.N.S. Model - Brain Film: "Gateways to the Mind" Ind. Bell

NAME OF UNIT: Physical Health - Nervous System

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. Familiarity with varying degrees of mental deficiency and difficulties in dealing with these problems.	A. Intelligence. 1. Measuring intelligence. 2. Mental retardation. B. Brain Problems. 1. Circulation changes. a. cerebral hemorrhage. 2. Aphasia. 3. Tumors. 4. Epilepsy. 5. Cerebral palsy.	Investigate causes of mental deficiency. Find out about special schools in our area for the mentally handicapped. Make a list of ways in which the brain can be damaged by circulation failure. Study booklets on Epilipsy - cerebral palsy and assign reports.	Film: "Mental Health" "Epilipsy" St. Board of Health Booklets - Epilipsy Cerebral Palsy
III. Appreciation of the medical achievements in controlling infections of the nervous system.	A. Infections of the brain and spinal cord. 1. Meningitis. 2. Encephalitis. 3. Paresis. 4. Polio. a. salk vaccine. b. live virus vaccine. 5. Rabies. a. vaccination b. what to do about dog.	Assign reports on the conquest of polio. Study pamphlets provided by State Board of Health on rabies.	Pamphlets - Polio Rabies
IV. To gain knowledge about various kinds of brain and spinal cord damage resulting from injuries.	A. Head injuries. 1. Fractured skull. 2. Concussion. B. Back injuries. 1. spinal fracture.	Discuss problems of brain and spinal cord injury relative to location of injury. Test.	

Physical Health - Endocrine System

NAME OF UNIT: Physical Health - Endocrine System

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knowledge of the general plan of the autonomic nervous system.	A. Nervous System 1. Ganglia. 2. Sympathetic system. 3. Parasympathetic system. 4. Checks and balances. 5. Your feelings.	Discuss autonomic nervous system. Discussion of vocabulary Give out diagram of the endocrine system. Let class lable important parts. With overhead go over it and tell function of each part, telling position, size, shape and color.	Cram New Charts Film: The Endocrine System
II. Knows and understands the parts and functions of the endocrine system.	A. Pituitary gland B. Adrenal glands 1. adrenaline. 2. how you're geared for action. 3. what happens when you don't take action. 4. adrenaline in medical practice. 5. adrenal cortex. C. Thyroid and parathyroids 1. thyroid gland. 2. simple goiter. 3. underactive thyroid. 4. cretinism. 5. myxedema. 6. overactive thyroid. 7. parathyroids. D. Islands of Langerhans 1. diabetes. 2. living with diabetes. 3. pills instead of injections.	Discussion over examples of malfunctions of each endocrine gland. Let students give projects. Study health charts Review (Filmstrips) Tests	Filmstrip - The Endocrine System

NAME OF UNIT: Physical Health - Endocrine System

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
	E. Thymus and the pineal glands. F. Gonads 1. Sex hormones. 2. Reproduction. G. Endocrine and growth 1. Hormones. 2. Ossification centers. 3. Giants 4. Midgets		

Physical Health - Skeletal System and Muscular System

NAME OF UNIT: Physical Health - Skeletal & Muscular System

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows composition of bones in general.	A. Meaning, location & function of the following: 1. collagen 2. bone cells 3. periosteum 4. yellow marrow 5. red marrow 6. calcium-phosphate	Label on ditto sheet. Look up meanings. Examine a cross-section of a bone from the butcher shop using a magnifying glass.	Cram's Chart
II. Understands that the general shape of the various bones is related to its function.	B. Protection - flat lever - longer than it is wide. Flexibility - short or irregular	Bring samples of bones of animals and show to class and/or draw examples of bones in the human body that fall under the 3 categories and label them.	
III. Know the four different types of joints and how each works.	C. Discuss types - 1. ball & socket 2. hinge 3. pivot 4. saddle	List examples of each that are found in the human body.	Human Body Transparencies
IV. Know the proper & common names of the main bones of the human body and know whether their main duty is to support, protect, or permit locomotion.	D. Complete a list of the main bones.	Ditto list - use as a quiz - ½ of class against the other ½.	Bone Set (Adm. Building)
V. Knows and understands how muscles move the bones.	A. Voluntary muscles and how they are attached. 1. difference between flexors -extensors.	Show by using rubber bands attached to two sticks.	

NAME OF UNIT: Physical Health - Skeletal & Muscular System

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
VI. Understands what oxygen debt is, what causes muscle fatigue, what muscle tone is, & the need for body conditioning. Apply to everyday living.	A. Oxygen debt. B. Muscle fatigue. C. Muscle tone. D. Importance of body conditioning.	Run in place for 1 minute. Discuss situations that might cause muscle fatigue. Personel experience. Discuss everyday activities and various sports that contribute to muscle tone. Use example of running in place for 1 minute and see who recovers the fastest.	
VII. Understands principle of good posture while standing, walking and sitting.	A. Center of gravity while standing, walking, sitting. Discuss causes of a person to be off balance & how this affects his posture.	Each student find his center of gravity while sitting, standing, and walking and try to line up everything accordingly.	Film: "Posture Pals" Ind. St. Board of Health
VIII. Realize causes of poor posture other than that caused by not sitting, standing or walking correctly.	A Lack of proper exercises. B. Improper clothing. C. Improper furniture. D. Feet position.	Have class cite personal examples	
IX. Realize and understand correction & prevention of conditions causing poor posture.	A. Buying shoes correctly. 1. High heels 2. Fit 3. Care of Feet B. Impottance of podiatrist & chiropodist	Invite a foot doctor to discuss foot problems related to poor posture. Invite a reputable shoe salesman to discuss with class on how to buy shoes that fit and are practical	Film: "Improving Your Posture." Ind. St. Board of Health.

Unit X

Community-Social Health - Homemaking

NAME OF UNIT: *Community - Social Health - Homemaking*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To realize what a home is.	*A. Security.* *B. Where you find understanding.* *C. A place where you belong.*	*Class discussion.*	*Personal Experiences.*
II. To realize what problems exist in housing.	*A. Slums.* *1. Overcrowdedness.* *2. Lack of modern facilities.* *3. Spreading of disease.* *B. Substandard new buildings.*	*Look at existing conditions in our own town.* *Find information of other cities and what their problems are.*	*City -* *Kokomo Housing Authority* *Library*
III. To understand why these housing problems are of civic and national concern.	*A. Healthy people make healthy citizens: healthy citizens betters the country we live in.* *B. City Roles.* *1. Building and housing codes.* *2. Permits.* *C. Federal Roles.* *1. Agencies concerned.* *2. Finances.*	*Find out local codes and information about permits.*	*County-City Planning Commission.* *Booklet -* *Nutrition and Healthy Growth.*

NAME OF UNIT: *Community - Social Health - Homemaking*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. To know how to buy food economically.	*A. Plan menu's in advance.* *B. Work up a food budget.* *C. Make grocery lists before going shopping.* *D. Watch for bargains and best buys in the newspapers.*	*Set a certain amount of money for food. Have students plan a balanced week's menus. Go through grocery ads in local newspaper, make grocery list and amount of money spent keeping within allotted amounts of money.*	*Local Thursday newspaper for each student (student can bring them from home or can be gotten from newspaper office).*
V. To realize that there is a proper way to prepare foods in order to get the maximum amount of food from set amount and also fulfill nutrition requirements.	*A. Maximum amount of food from set amount.* *1. How to peel certain foods.* *2. Tips on making leftovers appetizing.* *B. Stretch and preserve nutrition in foods.* *1. Cook fresh vegetables in as little water as possible.* *2. Save liquids from cooked and canned vegetables.* *3. Cook meat, fish, poultry, and eggs at low temperature.*	*Invite a representative from the Home Demonstration Department or a representative from the Public Service Company to give a demonstration or provide suitable materials.*	*Cooperative Extension Agents.* *Public Service Company.* *Film -* *Foods and Nutrition*
VI. To realize the importance of health insurance.	*A. Cuts down medical costs.* *B. Cuts down hospital costs.* *C. Different companies have different benefits.*	*Have one or more insurance agents talk with the class or provide material or plans his company has on various health insurance plans* *- or -*	*Various insurance companies as listed in a local city directory.*

NAME OF UNIT: *Community - Social Health - Homemaking*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
		Assign committees, certain companies to investigate a set of questions made up by the class as a whole.	
VII. To realize the importance of first aid know-how, various signs for certain illnesses, and what to do.	*A. What first aid is?* *1. Definition.* *2. Responsibilities.*	*Discuss in class.*	
	B. Warning Signs (Common). *1. Temperature.* *2. Color of skin.* *3. Condition of skin.* *4. Eyes.* *5. Nausea.* *6. Headaches.* *7. Poisoning.* *8. Shock.*	*Assign situations and see if individual students can come up with sensible solutions. Discuss as a group.*	*Book -* *Red Cross First Aid Textbook.* *Film -* *First Aid: American Red Cross*
	C. What do do? *1. Keep person quiet.* *2. Head raised or lowered.* *3. Relieves fears and anxieties.* *4. Keep person warm.* *5. Make conditions pleasant.* *6. How to take temperatures.* *7. How to take a person's pulse.*	*Demonstrate use of thermometer.* *Have each student take pulse of another person.*	

Unit XI

Community-Social Health - Friendships

NAME OF UNIT: *Community - Social Health - Friendships* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
I. To understand why some people have the knack of making friends and other people don't. *II. To help students realize how one can make and keep friends.*	*A. Family life and the way you were brought up.* *B. Overly self-centered.* *A. Indicating an interest.* *1. Listening.* *2. Praising.* *B. Join reputable groups.* *C. Be friendly towards those you want to have as friends. Be the initiater.* *D. Be pleasant.* *1. Looks.* *2. Mannerism.* *E. Be loyal and honest.* *F. Give and take.* *G. Be yourself and don't pretend to be what you're not.*	*Role - playing.* *Class Discussion.*	*Textbook*
III. To begin to understand boy-girl relationships.	*A. Difference in maturing.* *B. Have some problems.* *C. Dating.* *1. Parent's View.* *a. Age.* *b. Rules.* *c. Manners.*	*Have panel made up of boys and girls and attempt to answer vital questions wanted by groups.*	*Pamphlet -* *Are You In The Know?* *Kimberly-Clark Corp.* *Necnah, Wisconsin* *(For girls only)*

NAME OF UNIT: *Community - Social Health - Friendships*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPEREINCES	RESOURCE MATERIAL
III. (continued)	*2. Teen-ager's view.* *a. Age.* *b. Rules.* *c. Manners.* *3. Code (Mutual)* *a. Understanding between parents and teen-agers.*	*Make up a questionnaire. Have students go it with parents - come up with mutual understandings - making list of do's and don'ts and why.*	*Filmstrip -* *Beginning to Date (Adm.)*

Unit XII

Community-Social Health - Driver Safety

NAME OF UNIT: Community Health - Driver Safety

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knowledge of the relationship of the automobile and the american society.	A. Effect of the automobile on modern life. B. History of the auto.	Visit Elwood Haynes Museum. Show and discuss film on the Auto Revolution.	Film: Auto Evolution
II. Familiarity with safety features built into modern automobiles.	A. The Car. 1. Safety check. a. parts. B. Driver. 1. Attitudes. a. drinking. b. drugs. 2. Judgment. 3. Reaction time. 4. Physical qualifications.	Debate: Is it true: you drive as you live. Bring in news articles which illustrate poor driving attitudes.	Film: Newspaper
III. Develop a proper attitude towards the responsibility of driving an automobile.	A. Special driving situations 1. Speed. 2. Night driving. 3. Bad weather. 4. Traffic Signals. 5. Turns. 6. Passing. 7. Following distance.	Have school safety police officer speak.	

NAME OF UNIT: *Community-Social Health - Happy Successful Life*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To realize that a happy successful life just doesn't happen. Effort must be exerted in order to achieve it.	*A. Plan ahead.* *1. Understand yourself.* *2. Seek advise.* *3. Look into your interests.* *4. Set practical goals wisely and work for that goal.*	*Class discussions.*	*Film -* *Planning for Success (Coronet) Coronet Instructional Films - 65 E. South St., Chicago 1, Ill. (Shows how long-range goals must be adjusted to present standards of ability)* *Pamphlet -* *Planning Your Future Howard County Mental Health Ass'n. 317 W. Walnut St., Kokomo, Indiana 46901.* *State Unemployment Agency*
	B. Jobs. *1. Role of individual personalities.* *2. Appearance.* *3. Attitude.* *4. Work habits.*	*Class discussions.*	
	C. Marriage. *1. What it is.* *2. Readiness* *a. financially.* *b. emotionally.* *3. Choosing a partner.* *a. health.* *b. common interests & tastes.* *c. similar social backgrounds and standards.*	*Discussion.*	*Film -* *Are You Ready for Marriage? Coronet Instructional Films, Coronet Building, Chicago 1, Ill.* *Consult - Howard County Mental Health Association.*

NAME OF UNIT: *Community-Social Health - Happy Successful Life*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	*d. love.* *3. When things go wrong.* *a. why?* *(1) don't realize what all goes into a marriage before the ceremony is performed.* *(2) young couples grow apart.* *a. interests changes.* *b. friends change.* *c. emotionally immature.* *(3) develop annoying habits to each other.* *b. what to do.* *(1) marriage counselors.* *(2) ministers.*		

Community-Social Health - Drug Education

NAME OF UNIT: *Community - Social Health - Drug Education* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Know that drugs when misused cause problems.	*A. All drugs are potentially dangerous.* *1. Some agents may be dangerous if used only once, e.g. LSD.* *2. Overdose of some drugs may be dangerous.* *B. Physical problems.* *1. Damage to vital organs.* *2. Aggravate existing health problems.* *3. Mask signs, and symptoms of disease.* *4. Malnutrition.* *5. Dependency.* *6. Withdrawal.* *7. Tolerance.* *8. Death.* *C. Psychological.* *1. Hallucinations - unpredictably recurrent.* *2. Insanity - temporary or permanent.*	*Dictionary study of terms as they relate to drug abuse.*	*Pamphlet -* *Thinking About Drinking. (Adm.)* *Drug Abuse: The Chemical Cop-Out. (Adm.)* *Narcotics, Marihuana, Up and Down Drugs, LSD. (Adm.)* *Books -* *Cohen, Sidney, The Drug Dilemma. (Adm.)* *Drug Abuse: Escape to Nowhere. (Adm.)* *The Crutch That Cripples (Adm.)* *Film -* *"Your Amazing Mind" (Adm.)*

NAME OF UNIT: *Community - Social Health - Drug Education* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	*3. Dependency.*		
	D. Social.	*Write to National Safety Council for accident facts related to the use of drugs.*	
	1. Rejection.		
	2. Family problems.		
	3. Loss of income.		
	4. Accidents.		
	E. Legal.		
	1. Strict penalties for illegal possession, distribution, use, importing, exporting, compounding, and manufacturing of drugs.	*Assign special reports on penalties for illegal use.*	
		Have students collect newspaper clippings of accidents caused by use of alcohol or other drugs.	
	2. Loss of certain rights if convicted.	*Inquire from police department the penalties for driving under the influence of alcohol and other drugs.*	
	3. Driving under the influence of drugs.		
	F. Special health problems related to use of illegal drugs.	*Assign talented students to write an article for the school paper on why they think young people experiment with drugs.*	*Pamphlet -* *Local Police Department Pamphlet, Drugs and Driving. (Adm.)*
	1. Unpredictable reaction because purity and strength are unknown.		
	2. Insanitary production.		
	3. Danger of infection from insanitary administration.		

NAME OF UNIT: *Community - Social Health - Drug Education*

GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	*G. Difficulties of treatment and rehabilitation of the addict.*	*Invite a physician or social worker to discuss treatment and rehabilitation for dependency.*	*Pamphlet* - *Vogel and Vogel, Facts About Narcotics and Dangerous Drugs. (Adm.)*
II. To understand that people misuse drugs for many reasons.	*A. Peer acceptance.* *B. Curiosity - desire to experiment.* *C. To feel mature.* *D. Rebellion against authority.* *E. Social customs - religious traditions and festive occasions.* *F. Escape from reality - a substitute for facing and solving personal problems, emptiness, loneliness, isolation.* *G. Habit.* *H. Personality inadequacy.* *I. As a result of long-term illness.* *J. Compulsion.* *K. Dependency.*	*Ask students to think about the reasons their friends misuse drugs. Analyze in what ways they are different from those who do not misuse drugs.* *Discuss ways of coping with problems more constructively than by trying to run away from them.* *Analyze why students misuse drugs.*	

NAME OF UNIT: *Community - Social Health - Drug Education* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. To safeguard health throughout life.	*A. Scientific information cannot be ignored, e.g. - physiological effects of drugs upon the body.* *B. Further research essential to additional information about effects of drugs on the body.* *C. The need for regular medical care.* *D. The dangers of unsupervised use of drugs.* *1. Drugs affect people differently and the same people differently at different times.* *2. Allergic reaction.* *3. Combination of certain drugs may be lethal, e.g. alcohol and barbiturates.* *4. Excessive and prolonged use of over-the-counter products may delay needed medical diagnosis and treatment.*	*Review recent issues and conclusions about drugs commonly abused e.g. marihuana.*	*Film -* *" Marihuana "* *(Local Sherriff's Dept.)*

NAME OF UNIT: *Community - Social Health - Drug Education* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	*E. Provisions for protection* *1. Laws.* *a. harrison narcotic act and subsequent amendments.* *b. pure food and drug act and amendments.* *c. state laws.* *2. Agencies.* *a. world health organization.* *b. food and drug administration.* *c. bureau of narcotics and dangerous drugs.* *d. federal trade commission.* *e. bureau of customs.* *f. state and local health departments.* *g. law enforcement.*	*Teacher presentation - How laws protect the individual consumer, e.g., quality control.* *Write U.S. Customs Bureau to obtain information about measures to prevent smuggling drugs.*	*Pamphlet* - *Read the Label* - *(Adm.)*

NAME OF UNIT: *Community - Social Health - Drug Education* GRADE LEVEL: *8*

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	*F. Sources of immediate help.* *1. Personal physician or medical society.* *2. Local hospital or clinics.* *3. School counselors, teachers, nurses.* *4. Minister.* *5. Ombudsman's concept of assistance. (Interested teachers and counselors provide help for non-violent users without informing police.)*	*Conduct class discussion on how young people should communicate their feelings when they need help.* *Discuss and role play "What would you do if you found out your best friend was using drugs? Report it? Keep it to yourself and try to help? Why?"*	
	G. Good health requires continuous interaction of physical, intellectual, emotional and social development. *1. The need for balance in living for total health.*	*Show film.* *Have students chart a week's activities to determine proportion of time spent in each health area.*	*Film -* *"Narcotics - The Inside Story" (Adm.)*